

# Enacting Core Practices to Maximize Learner Performance

28<sup>th</sup> Annual Summer Seminar for  
Language Teachers  
University of California, Santa Barbara  
July 15, 2017

Eileen W. Glisan, Indiana University of PA

**Great teachers aren't born.**



**THEY'RE TAUGHT.**

Teacher Works, 2016

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## Overview of Talk

- ▶ Preliminary ideas about teaching
- ▶ High-leverage teaching (or core) practices (HLTPs): definition, characteristics, contrast with best practices
- ▶ Overview of 6 HLTPs for foreign language
- ▶ Pivotal Role of Deconstruction, Rehearsal/Coaching, Assessment

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## Some Preliminary Ideas

- ▶ All professions (e.g., medicine, law, architecture, business) assume that a core of **expert knowledge and skill** is required to be known by the professional membership.
- ▶ As in all professions, language teaching involves a **shared core of expert knowledge**.
- ▶ Also similar to other professional skills, **the skills of teaching are unnatural and complex** and not always visible to those outside the profession.

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## Teaching as Unnatural Work

What is **unnatural** about teaching?

- We sometimes ask questions to which we know at least part of the answer.
- We probe others' ideas about texts.
- We do not assume a shared identity and must learn students' perspectives.
- We see people more descriptively.

(Ball & Forzani, 2009, p. 500)

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## Teaching as Complex Work

- ▶ We must 'get into students' heads' and understand how students think and reason about a topic or problem.
- ▶ We must structure instruction into carefully planned steps and sub-steps to support student learning.
- ▶ We must monitor and assess students' progress and have the 'know-how' to modify instruction as needed.

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## Teaching as Invisible Work

- ▶ Each act of teaching consists of **intricate pedagogical moves** that are **not visible** to an outside observer or to those who have not been initiated into the profession community.

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## High-Leverage Teaching Practices (HLTPs)

- ▶ HLTPs are at the **core of our professional expert knowledge and skill** (sometimes called *core practices*).
- ▶ HLTPs are the pedagogical practices that are essential for accomplished teachers to understand, take responsibility for, and be prepared to carry out in order to enact their primary instructional responsibilities (see Ball & Forzani, 2009).
- ▶ The proficient enactment of HLTPs result in comparatively large advancements in student learning (Hlas & Hlas, 2012, p. 578).

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## Characteristics of HLTPs

- ▶ Are powerful ways to support learning;
  - ▶ Are not learnable through modeling and observation;
  - ▶ Are complex;
  - ▶ Need to be deconstructed and explicitly taught;
  - ▶ Can be rehearsed and coached.
- ▶ Glisan & Donato, 2017; adapted from TEI Curriculum Group, 2008

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## HLTPs vs. Best Practices

- ▶ "Best practices"
  - Defined as "what works" based on experience
  - Reduced to general statements of practice or slogans such as "use authentic materials," "model activities" (often long lists)
  - Tells you WHAT to do but not HOW to do it

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## HLTPs vs. Best Practices cont'd.

- ▶ Unlike best practices, HLTPs:
  - Are not reduced to a slogan
  - Are not as extensive in number
  - Cannot be learned through observation alone
  - Can be deconstructed into instructional moves
  - Can be explained, taught, and coached
  - Are what accomplished teachers need to know
  - Source: Glisan & Donato, 2017.

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## Caveats

- ▶ Think of HLTPs as those practices necessary for a beginning language teacher to be *well launched*, an *accomplished novice*, and offered a job. If an applicant could not perform these practices, he or she would likely not be offered the position.
- ▶ Although only 6 high-leverage practices have been identified, they are not meant to be an exclusive list and there are others.

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## Grain Size of HLTPs

- ▶ HLTPs may be "large grain-sized" or "small grain-sized". Example:
  - Large grain: Using the target language in the classroom
  - Small grain: Using gestures to support meaning-making
- ▶ The 6 HLTPs featured are key to language acquisition.

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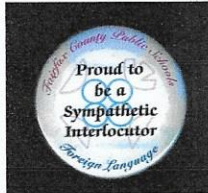
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## HLTP #1

- ▶ Facilitating target language comprehensibility.



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## How Do We Make Our TL Input Comprehensible?

- ▶ 2010 ACTFL position statement: 90% use of TL by language educators and students
- ▶ TL use must be accompanied by specific strategies
- ▶ Interaction & TL Comprehensibility Tool
  - I: Creating Comprehensible Language
  - II: Creating Contexts for Comprehension
  - III: Creating Comprehensible Interactions

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## HLTP #2

- ▶ Developing a classroom discourse community.
  - Engaging learners in oral classroom communication.
  - Designing and conducting oral interpersonal pair and group tasks.



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## Building a Discourse Community

- ▶ Familiarity with and among students
- ▶ Contexts for interaction
- ▶ Spontaneous interaction/chit-chat
- ▶ Humor!
- ▶ IRF and interactional space

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## HLTP #3

- ▶ Guiding learners to interpret and discuss authentic texts
  - Guiding learners to interpret authentic texts
  - Leading a text-based discussion



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## Guiding Learners to Interpret Authentic Texts

- ▶ Pre-reading/Pre-listening/Pre-viewing
- ▶ Skimming for Main Idea(s)
- ▶ Scanning for Important Details
- ▶ Guessing Meaning in Context
- ▶ Discussing the Text
- ▶ Using the Text to Communicate and Create New Texts

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## HLTP #4

- ▶ Focusing on form in a dialogic context through PACE



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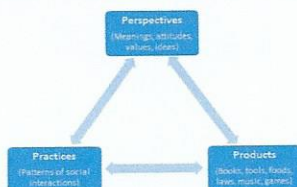
## PACE: Grammar in a Dialogic Context

- ▶ Context: Interesting authentic cultural stories
- ▶ Meaning before form
- ▶ Conversations about grammar--form, meaning, and use
- ▶ PACE
  - Presentation of a meaningful text
  - Attention to a grammatical form
  - Co-construction of grammatical knowledge
  - Extension activities for using the grammar for communication

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## HLTP #5

- ▶ Focusing on cultural products, practices, and perspectives in a dialogic context



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## IMAGE Model for Exploring Cultural Perspectives

- ▶ Based on work of Barnes-Karol & Broner (2010) and Johnson and English (2003)
- ▶ I – Images
- ▶ M – Making Observations
- ▶ A – Analyzing additional information
- ▶ G – Generating hypotheses about cultural perspectives
- ▶ E – Exploring perspectives and reflecting further

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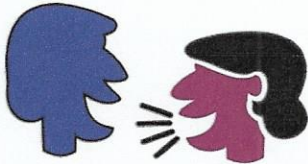
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## HLTP #6

- ▶ Providing oral corrective feedback to improve learner performance



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## Corrective Feedback in Oral Interactions

- ▶ Corrective Feedback (CF)
  - "Responses to student utterances containing an error" (Ellis, 2006; as cited in Lyster, Saito, & Sato, 2013)
  - Requires an understanding of the role of feedback in language acquisition.
  - A Hierarchy of Informed CF Decision-Making for Novice Teachers

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## Pivotal Features of HLTPs

- ▶ Deconstructing the practice
- ▶ Rehearsing/coaching the practice
- ▶ Assessing the practice
- ▶ Putting the practice into a larger educational context

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## Deconstructing the Practice

- ▶ HLTPs are deconstructed and the pedagogical components involved in the practice are made visible. Example: HLTP #1:
- ▶ Creating Comprehensible Language
  - Paraphrasing, defining new words, signaling new words and structures
- ▶ Creating Comprehensible Context
  - Using gestures and visuals
- ▶ Creating Comprehensible Interactions
  - Comprehension checking, use of various types of questions

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## Rehearsing the Practice

- ▶ Teachers enact the practice by rehearsing the deconstructed steps.
- ▶ Rehearsal is placed in an instructional activity with a clear purpose and goal.
- ▶ Rehearsal may be done in collaboration with classmates/colleagues.
- ▶ External Mediation Tools (EMTs) assist teachers in enacting the practice.

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## Coaching the Practice

- ▶ Rehearsal is a venue for dialogic mediation
  - Social interaction that facilitates understanding
- ▶ Coaching mediates the learning of teachers in how to enact a complex HLTP.
  - Master teacher/teacher educator stops lesson to coach the novice teacher.
  - Novice teacher may be asked to re-teach a segment.
  - Master teacher leads a discussion among the novice teachers to consider effectiveness of various instructional moves.
  - See Cycle of Enactment in HLTP book.

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## External Mediation Tool #2A: Engaging Learners in Oral Classroom Communication

- ▶ Get to know your learners and help them to become familiar with one another.
- ▶ Find contexts and topics that will motivate learners to talk and exchange ideas.
- ▶ Find every opportunity possible for engaging in spontaneous interaction and chit-chat with your learners.
- ▶ Use humor to refer to common understandings and shared experiences that have come to occur in your classroom gradually as time has passed. Continued...

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## Assessing the Practice

- ▶ Rubrics that assess performance across a range of 4 levels
  - Expectations for enacting the practice
  - Tool for providing feedback
  - May be used for self-assessment

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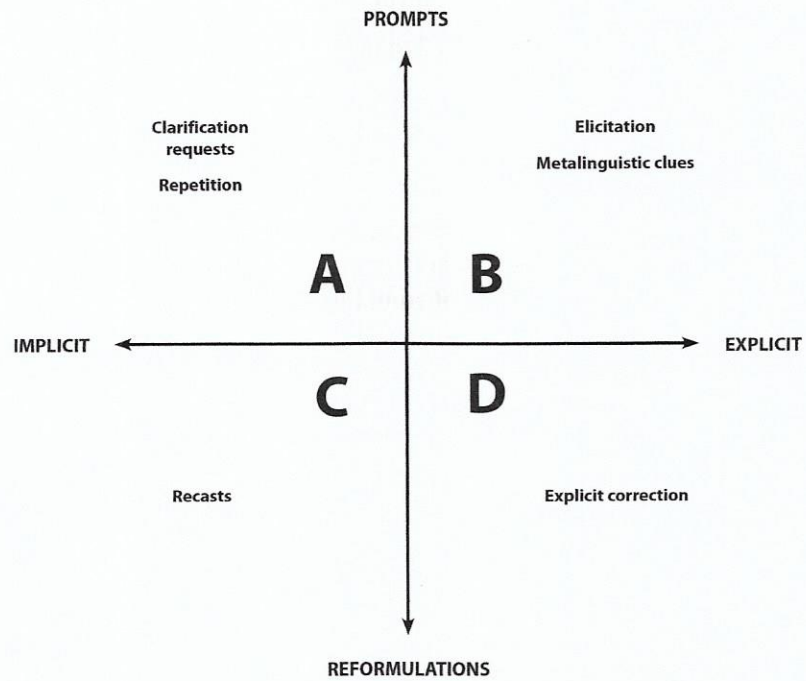


**External Mediation Tool #6a: Providing Oral Corrective Feedback to Improve  
Learner Performance: Types of Teacher Feedback in Oral Interactions**

1. *Explicit correction*: Teacher provides the correct form or indicates that what the learner said was incorrect: *Oh, you mean...; You should say...*
2. *Recasts*: Teacher responds to the learner and rephrases part of the student's utterance so as to correct it, but in a more implicit way without directly saying that the form was incorrect: *S: I'm \*interesting to see the movie. T: Oh, you're interested in seeing the movie.*
3. *Clarification request*: Teacher indicates that there is a problem in comprehensibility or accuracy or both and that a reformulation is required: *Excuse me? What do you mean?*
4. *Metalinguistic feedback*: Teacher indicates that there is an error by asking questions about what the student said and/or providing grammatical metalanguage that points out the nature of the error: *Are you referring to present or past?; You need a past-tense verb.*
5. *Elicitation*: Teacher elicits the correct form by repeating exactly what the learner said up to the point of the error: *S: I will go to the concert this night. T: I will go to the concert...? Teachers could also ask questions to elicit the form, as in: How do we say X in French?*
6. *Repetition*: Teacher repeats the learner's incorrect utterance with rising intonation to highlight the error: *S: I goed to the gym this morning. T: I goed?*

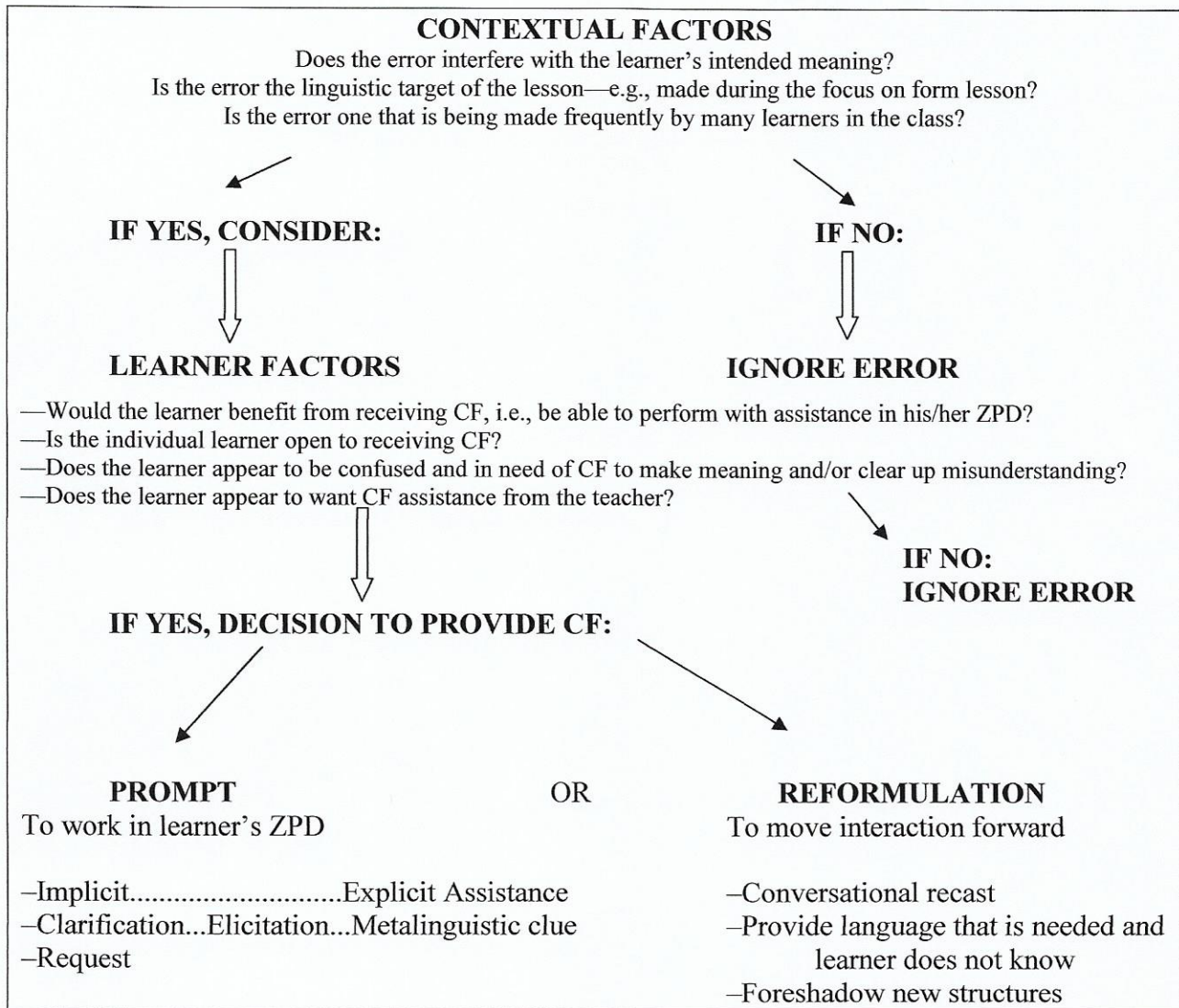
Glisan & Donato, 2017, p. 157; adapted from Lyster & Ranta, 1997, pp. 46-48.

### External Mediation Tool #6b: Range of Common CF Types



Glisan & Donato, 2017, p. 158; based on work of Lyster, Saito, & Sato, 2013.

**External Mediation Tool #6c: Providing Oral Corrective Feedback to Improve  
Learner Performance: CF Decision-Making**



Glisan & Donato, 2017, p. 159; based in part on Gurzynski-Weiss, 2016.



### **ACTIVITY: Making Decisions about CF**

Below are three different scenarios that could occur in your language classroom. For each, discuss whether you would or would not provide CF, and if you would provide it, which CF strategy you would implement and why. Justify your decision and choice of strategy. Use the CF Decision Making figure to mediate your decision-making.

#1. The class is engaged in a follow-up task to a pair activity in which they are reporting back the results. A learner is confused about indirect discourse (i.e., reporting what someone said) and asks for assistance from the teacher. This structure is one on which the class has focused before.

#2. The class is participating in a lively discussion about an authentic text. A learner is making errors with some verbs in past tense, although none of them impact meaning of the message. The errors do not seem to be widespread among the other learners.

#3. The class is engaged in a discussion about a current event or an event that happened at school. A learner has expressed an opinion and there is a long lull in the discussion--no one else has volunteered to contribute an idea.

Source: Glisan & Donato, 2017, p. 152.

## APPENDIX B

### RUBRIC: HLTP #6: Providing Oral Corrective Feedback to Improve Learner Performance

SOURCE: Glisan & Donato, 2017, *Enacting the Work of Language Instruction: High-Level Teaching Practices*

	Exceeds Expectations	Meets Expectations High	Meets Expectations Low	Does Not Meet Expectations
<b>Use of Contextual Factors in Making CF Decision</b>	Teacher focuses on whether error interferes with meaning, on whether error is the linguistic target of lesson, and on whether error is made frequently by learners.	Teacher focuses on whether error interferes with meaning and on whether error is the linguistic target of lesson.	Teacher focuses on whether error is the linguistic target of lesson.	Teacher disregards contextual factors in making decisions about CF.
<b>Use of Learner Factors in Making CF Decision</b>	Teacher focuses on whether learner would benefit from CF, is open to receiving CF, wants to receive CF, and whether learner is confused.	Teacher focuses on whether learner would benefit from CF and whether learner is confused.	Teacher focuses on whether learner is confused.	Teacher disregards learner factors in making decisions about CF.
<b>Use of Implicit vs. Explicit CF</b>	Teacher provides graduated assistance beginning with implicit and proceeding to explicit as necessary.	Teacher provides a balance of implicit and explicit CF but not in a graduated fashion.	Teacher provides some implicit CF but primarily explicit CF and not in a graduated fashion.	Teacher provides only explicit CF and/or provides excessive amounts of CF.
<b>Use of Prompts vs. Reformulations</b>	Teacher uses a balance of prompts and reformulations as necessary to mediate learning and	Teacher uses more prompts than reformulations to mediate learning and performance within	Teacher uses more reformulations than prompts. Learners may not notice the correction in all cases.	Teacher tends to use either prompts or reformulations but not both; selection of one or the other does not appear

	performance within learners' ZPDs.	learners' ZPDs.		to have a justification.
<b>Affective Factors</b>	Learners seek out CF from teacher and participate in the dialogic approach to CF. No evidence of anxiety in classroom community.	Majority of learners participate in the dialogic approach to CF. No evidence of anxiety in classroom community.	Only half of the class participates in the dialogic approach to CF. A few individuals may demonstrate some anxiety.	Learners demonstrate anxiety when given CF and/or hesitate to speak unless their utterances are totally error free.

*Glisan + Donato, 2017, pp. 160-161,*



## Putting the HLTP into a Larger Educational Practice

- ▶ The relationship of the practice in foreign language education to larger contexts of their teaching and of the educational community
  - Example: HLTP #2: Enlisting student participation, managing the classroom

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Great teachers aren't born.  
**THEY'RE TAUGHT.**

Teacher Works, 2016

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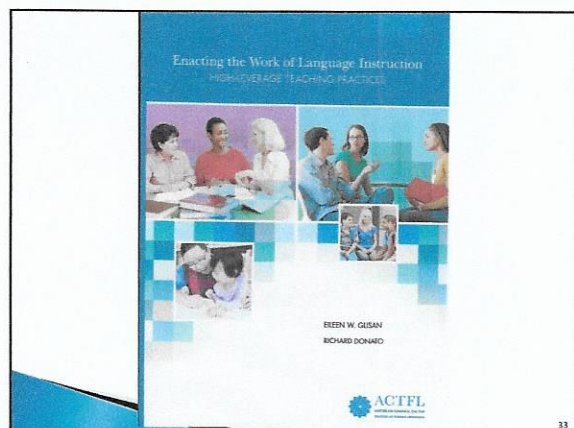
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